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A study of bilingual elementary schooling made at a 1968 summer bilingual institute held at the University of Texas includes an extensive introduction covering basic principles, definitions, misconceptions, bilingualism in the United States and abroad, variations in program design, and suggested program guidelines. The body of the document is comprised of suggestions for boards of education, administrators, teachers, parents, and children involved in initiating new bilingual programs. A selected bibliography on research in bilingualism concludes the study. (AF)

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B I L I N G U A L E L E M E N T A R Y S C H O O L I N G

A REPORT TO TEXAS EDUCATORS

by

The Staff and Participants

of the

Summer Bilingual Institute

The University of Texas at Austin

10 June - 2 August 1968

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FOREWORD

Between 10 June and 2 August 1968 five full-time staff members - assisted by three part-time instructors, numerous consultants and lecturers, an administrative assistant, a bilingual secretary, clerical assistants, and two lab assistants - worked in close collaboration with thirty bilingual elementary-school teachers from thirteen different Texas school systems on a study of bilingual education. We want to share with our fellow educators in Texas the principal results of our study. This is the purpose of the present report.

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INTRODUCTION

Basic Principles.

One result of our reading, lectures, demonstrations, preparation of materials, and discussions has been to produce a rather striking agreement on the basic principles of bilingual education. Let us set these forth.

We share the universal ideal that every child should have an equal right to be educated up to his full potential, and we believe that we can come much closer in the future to achieving this goal than we have in the past.

We agree with House Speaker Ben Barnes that it would be desirable for every Texas child to learn Spanish - or at least one other language in addition to English, but this is a long-range project, in which bilingual schooling in the elementary grades is an important first step.

We believe that a reasonable educational objective for children living in a bilingual area is the attainment of fluency and literacy in two languages by the end of the sixth grade, without any loss in the common learnings.

We are persuaded by recent research that both English-speaking and Spanish-speaking children living in close association and learning through both languages can master the common learnings as well through two languages as through one.

We agree with educational authorities that a child learns best in and through his mother tongue, especially

in the early stages of his schooling, that a Spanish speaking child who has lived his first six years in Spanish is "ready" to learn to read and write in Spanish but not yet in English.

We recognize the basic principles of developmental psychology as applied to language acquisition, namely that a child first learns to understand and speak his mother tongue and only later to read and write. Therefore, on entering school the Spanish-speaking child, while learning to read and write his mother tongue, needs careful training in hearing, understanding, and speaking English as a second language, before learning to read and write it.

We believe that the confidence which the Spanish-speaking child acquires from learning to read and write his home language will enable him to learn better the English language arts, in the proper order and the proper time.

We therefore believe that both the English-speaking and the Spanish-speaking child can be educated bilingually. It is not too much to expect that every child so educated will experience a great personal satisfaction from his schooling and will be able to play a useful role in society.

Bilingual Education or Schooling Defined

Bilingual education in a Spanish-speaking area may be defined quite simply as that form of schooling which uses both Spanish and English as media of instruction.

Bilingual schooling has often been confused with the teaching of English as a second language (ESL). The recognition that for the Spanish-speaking child English is not the mother tongue represents an advance over the time when we taught English as though it were the first language of all children. Many a proponent of ESL still considers English to be the only proper medium of instruction, whereas the advocate of bilingual schooling contends that the mother tongue is the best initial medium of education, to be combined with the learning of English as a second language.

Is "Tex-Mex" Good Spanish?

Another confusion results from the misconception that the dialects spoken in Texas are not good Spanish. The truth is that each form of Spanish, whether spoken in Texas or elsewhere, is perfectly adequate if it is appropriate to the time, place, and circumstances of its use. As used in any of its various forms by Texas Spanish speakers, "Tex-Mex" is authentic, natural, expressive--entirely adequate and appropriate to time, place, and to circumstances.

More important than dialectal differences are differences in level of expression. Here again appropriateness is the catchword. What is appropriate for a child may not be appropriate for a grown-up. There are forms of man's language that are not appropriate for a woman, and vice versa. Speech may be formal, informal, or technical; it may be careful, careless, or vulgar; it may be natural or affected.

While most Spanish speakers in Texas feel at ease in

their own group or community, they may feel ill equipped if they suddenly find themselves in Mexico City, Buenos Aires, or Madrid. It is precisely the function of the school to broaden their experience through formal education to the point where they will feel comfortable away frcm home as well as at home, and in English as well as in Spanish. The remarkable thing is that the Spanish speaker of Texas may travel anywhere in the Hispanic world and understand and be understood in Spanish. So let us not sell "Tex-Mex" short.

Bilingualism in Other Parts of the World.

In order to understand better the language situation in Texas and the Spanish Southwest, we have studied bilingualism in other parts of the world. In Switzerland three official and four national languages coexist in relative harmony, and many educated Swiss speak and write at least two languages. In Finland the minority language, Swedish, is respected and given official status; and educated Finns also study Russian, German, English, and French in school. In Puerto Rico, where an earlier attempt to use English as the medium of instruction failed, Spanish is now the medium of instruction and English is studied as a subject from the earliest grades; but the quality of instruction in both languages is not yet considered satisfactory. In the Republic of South Africa an estimated 80% of the white population speaks both Afrikaans and English, thanks to the extensive bilingual education,

and the black population in its segregated schools studies its mother tongue and at least one of the two official languages. In India, the relations among the local languages, the regional languages, the national language -- Hindi -- and English as the traditional link language with the outside world have not yet been worked out satisfactorily. In Canada the traditional unwillingness of the English speakers to learn French prevents the forging of a real national unity. And in Belgium and Ceylon hostile speakers of two languages threaten national unity.

Bilingual Schooling in the United States.

Between 1840 and 1919 an estimated one million American children benefited from bilingual education in American public schools. The anti-German feeling of the First World War cut short the learning of German and other languages in the elementary grades, and we did not recover from this educational shortsightedness in time to provide linguistically prepared Americans in World War II. Instead we were forced to mount a crash program at a cost of an estimated $40 million to prepare professionals capable of communicating with both allies and adversaries. The Second World War did put an end to our isolationism and served to make many Americans conscious of our linguistic shortcomings, but we were slow in correcting our faults. A modest first step was taken by the Modern Language Association of America, whose Foreign Language Program from 1952 to 1958 prepared the way for the National Defense Education Act of 1958.

The NDEA was followed by a series of congressional acts in favor of education, such as the Elementary and Secondary Act of 1965, which was amended in 1967 to include as Title VII the Bilingual Education Act, originally introduced by Senator Yarborough and co-sponsored by Senator Tower, as well as by the Senators from New York and California. This act still awaits funding, but our work in this Institute was designed to prepare us to make good use of the funds when they become available.

Even before the Bilingual Education Act became law, bilingual programs began springing up. To Dade County, Florida, goes the honor of establishing the first modern bilingual program in the elementary grades (1963), and it is still one of the best. Texas has the honor of claiming the largest number of bilingual programs, approximately a dozen. And there are a few programs in the other southwestern states. As of 1967-68 the total number of genuine bilingual programs, as distinguished from ESL and FLES programs, almost certainly does not exceed two dozen in the entire country.

Varied Program Designs.

In a new education movement, which is only five years old in this country, it is not surprising to find a variety of designs.

Present programs may be divided into two general categories, depending on their objectives. The larger number uses Spanish as a medium of instruction but only as a bridge

to English, which is expected to replace Spanish completely and as soon as possible. A smaller number, assuming that Spanish is worth maintaining and strengthening and having evidence that this can be done without inhibiting the learning of English, gives to both languages an approximately equal emphasis. Examples of the latter are the Dade County and the Laredo United Consolidated ISD Programs. The Dade County program uses team teaching, an English-speaking teacher to teach in English and a Cuban teacher to teach in Spanish. Both keep in close touch and teach approximately the same thing. The United Consolidated program depends on bilingual teachers, equally capable of teaching in either language. Other programs limit teaching in Spanish to approxiamtely an hour a day or to the teaching of a particular subject. The emphasis on Spanish varies considerably in these programs, some becoming indistinguishable from ESL programs.

Another basis for distinguishing bilingual programs is their concern for experimental design and for evaluation. The outstanding example of a program so concerned is the San Antonio ISD program.

It has seemed to us in the Institute unwise at this early stage to try to prescribe any one design, but we shall want to offer some general suggestions to those interested in establishing a bilingual program.

Suggested Guidelines for a Bilingual Program.

The following recommendations are addressed especially to those responsible for a bilingual program, to school board members, to school administrators, to teachers, but may also

prove to be of interest and profit to parents and other citizens.

We believe that it is incumbent upon all those who are responsible for a bilingual program

1. To understand and explain the nature of language as a learned and shared system of arbitrary vocal or written symbols with which people communicate.

2. To understand and explain the role of language to express and reflect culture; that is, the thoughts, feelings, behavior, and values of a group of people living together.

3. To understand and explain the nature of the mother tongue as an essential instrument for expressing one's personality, relating to one's family and cultural group, and learning about the world outside.

4. To understand and explain the relation of the mother tongue to a second language (spoken as a mother tongue by others in the community) and to foreign languages (spoken natively by foreigners and studied as a subject in school).

5. To understand and explain the contributions of language learning to personal development, to inter-cultural understanding, and to the national interest.

6. To understand and explain the normal process of language learning: for example, that a child of six has already learned to understand and speak his mother tongue authentically; that he is ready to learn to read and write his mother tongue; and that he is ready to learn to understand and speak a second language.

7. To understand and explain the difference between studying a second language as a subject and using it as a medium of teaching and learning.

8. To incorporate these understandings into a well-integrated bilingual program in which the mother tongue and the second language are taught in psychologically proper order and relation and with steady progression.

9. To enable English-speaking and non-English-speaking pupils to progress in school, with minimal retention, and by the end of grade six to reach grade-level achievement in all subjects of the curriculum.

10. To enable English-speaking pupils to achieve a minimum all-round proficiency in the second language as follows: at the end of grade six, Level I on the Brooks scale (i.e., the amount of learning that takes place during one year in senior high school); and at the end of grade eight, if they elect to continue their second-language study, Level II; at the end of grade nine, Level III; at the end of grade ten, Level IV; at the end of grade eleven, Level V; and at the end of grade twelve, Level VI.

11. To enable non-English-speaking pupils by the end of grade six to achieve an all-round proficiency in their mother tongue such as to permit them to pursue their studies with approximately equal ease in their mother tongue and in their second language.

12. To cultivate in all pupils a pride in their mother tongue and in the culture it represents and an understanding of the culture represented by the second language.

13. To design carefully an experimental pilot program in such a way as to compare the educational results of such a bilingual program with those of a similar monolingual program.

14. To provide for objective evaluation of this pilot experiment, preferably by outside personnel.

15. To disseminate significant conclusions resulting from the experiment.

How to Start a Bilingual Program.

Wherever the initial suggestion of a bilingual program comes from, a great deal of planning is essential before a program can be launched. It would be unwise to begin before agreement has been reached by all interested parties: the school board, school administrators, teachers, parents, and other taxpayers.

Suggestions to Boards of Education.

At the first indication of a serious interest by your community in beginning a bilingual program, may we suggest that you appoint a representative committee of school administrators, teachers, and interested citizens, preferably under the chairmanship of a board member, to study the feasibility of a bilingual program. To be workable, such a program should be thoroughly understood and should have the support, both moral and financial, of the community. There should be agreement on the objectives. Qualified native-speaking teachers of either language should be available. Suitable materials, including audio-visual aids, and necessary equipment are also essential. If the prospects seem favorable and the committee recommends a program, you would still do well to observe certain cautions before authorizing a bilingual program. A minimum of six months should be allowed to make detailed preparations. A competent professional should be appointed to direct the program, to assure proper correlation with the education program as a whole, and to report progress quarterly to the board. It is best to start with a pilot experimental program requiring perhaps no more than one teacher to start

with--or two, if the team teaching approach is used. The board should assure itself that, if at all possible, an experimental design is adopted, with an experimental and a control section, and that detailed plans for evaluation are made in advance. Adequate financing must be assured, either locally or under Title I, Title III, or Title VII (Bilingual Education Act) of ESEA or under the Office of Economic Opportunity Act or under the Educational Profession Development Act. Particular attention should be given to adequate support for measurement and evaluation. And finally the board should take all appropriate measures to assure adequate publicity for the program, both before and after it is started. Do parents and other taxpayers understand the basic principles and the main features of the program? Are all administrators and teachers fully informed? Are the news media supplied frequently with information?

Superintendents, Personnel Directors, Coordinators of Federal Programs, Principals, Supervisors, Consultants, and Guidance Counselors.

On you falls the main responsibility for guiding a new bilingual program. You have presumably participated in the planning and have had a chance to point out what is or is not administratively feasible. At the same time you are well aware that what is educationally desirable should, if possible, prevail over what is only administratively expedient.

Since bilingual schooling is a relatively new--or at least a recently rediscovered--idea in American education, you will want to understand it both in theory and in practice.

You have every right to see the evidence and to judge its validity for yourselves. Who are the authorities that claim that the best medium for teaching a child is his mother tongue? What is the evidence? What evidence is there for believing that the younger the child the better and more easily he learns the basic skills of language? Is there a normal order in which language skills are acquired and in which therefore they should be taught? What examples are there of bilingual schooling in other parts of the world? In the United States? You will probably want to visit bilingual programs and see for yourselves.

Once you are satisfied with the evidence, you will undoubtedly want to follow rather closely the planning sessions of those who will do the teaching and supervising. You will want to visit classes and encourage authorized visitors to visit them. You will encourage and support your supervisors and teachers, assist them in explaining the program to the community, and facilitate desirable publicity through the news media. Above all, you will want to insist on careful measurement of learning and evaluation of the program.

Teachers in Bilingual Programs:

Although the support of the school board and administration is essential to a bilingual program, it is you, the teacher, who more than anyone else will determine its success or failure. If you let yourself be persuaded to conduct a bilingual class without having the necessary qualifications, you may find the experience disappointing. But, having the qualifications, you should not hesitate to undertake the

responsibility just becuase you have not done it before. Only by venturing can you decide whether this is for you.

What then are the necessary qualifications? Briefly, let us suggest these seven, among many:

1) An affectionate interest in young children.

2) A thorough understanding and acceptance of the basic principles and guidelines suggested above.

3) A desire to learn all you can--by reading and visiting other programs--about bilingual schooling and to communicate what you learn.

4) A special interest in experimenting, measuring, and evaluating.

5) Imagination and resourcefulness.

6) Energy.

7) In short, a professional attitude.

Parents.

In undertaking this new bilingual program we think we can give children a better education. We want you to know why we think so and we want to give you a chance to ask any questions you may have. Educators are completely accountable to the taxpayer, who helps support our schools, and to the parents whose children we try to educate. So please feel free to insist on understanding all aspects of this exciting new educational venture.

If your are English speaking, your children have been surrounded by English for about six years before entering school. Without any formal instruction they have learned

the basic language skills: they understand nearly everything they hear, and they can say almost anything they want to express. They have an active vocabulary of some 5,000 words and a recognition vocabulary of from 16,000 to 24,000 words. They are "ready" to learn to read and write. In fact, their capacity for learning--anything and everything--is greater than it will ever be in the future. By the time they start school your children have acquired your general view of the world and your set of values.

It is the school's function to transmit and confirm the values of the home and the community but without conveying the false idea that these values are universally shared. We intend to continue to build on the language skills your children have already acquired and to guide them in learning to read and write, thus opening countless new doors of knowledge to them.

However, by means of this new program we plan to enable your children in addition to learn Spanish, thus opening up to him whole new segments of experience and parts of the world. And since the school population contains Spanish-speaking children also, the situation for your children's learning Spanish could scarcely be more favorable. Mounting evidence indicates that under these favorable circumstances an English-speaking child can learn Spanish without any loss in his common learnings.

If you are Spanish speaking, your children will have opened their eyes on a Spanish-speaking world and will have learned the basic elements of a language spoken by 170 million

people and written by Cervantes, Lope de Vega, Galdós, and such recent Nobel Prize winners as Gabriela Mistral, Juan Ramón Jiménez, and Miguel Angel Asturias.

As your children enter school, their learning is likely to proceed best if it builds on what they already know. This we have not succeeded in doing in the past. According to 1960 Census information, the average number of school years completed by the Anglo child in the Southwest is 12.1 years; for the Negro it is 9 years; for the Mexican-American it is 7.1 years; and for the Mexican-American in Texas it is 4.7. We believe we can do better for your children than this, and we think the bilingual design gives the greatest promise of improvement.

If your child has heard and spoken Spanish at home during his first six years of like, he is "ready" to learn to read and write in Spanish, but not yet in English. It is generally agreed that Spanish is easier to learn to read and write than English because the writing system is more consistent, but it is your child's "readiness" which gives him the greatest advantage. Success in learning to read his mother tongue is expected to build confidence in his other common learnings and in learning English. But before learning to read and write English he must, of course, learn to understand and speak. This he will hopefully best accomplish by his close association with his English-speaking schoolmates as well as through carefully guided classroom learning.

Even more important is the atmosphere which the teacher and children create in the classroom. If they succeed in making your child feel comfortable and confident by respecting him, his language, his family, and his culture, he will learn satisfactorily, both Spanish and English. We hope he will become fluent and literate in both languages by the end of the sixth grade. You, too, can help by building a sense of confidence in your child and showing an interest in the school by participating in Parent-Teachers and other meetings.

Children:

Some of you have grown up in homes where English is spoken and some of you in homes where Spanish is spoken. These are two of the most important languages in the world. Among world languages English ranks second, after Chinese, in the number of speakers and Spanish ranks fifth, after Russian and Hindi. In our own Western Hemisphere the four world languages, English, Spanish, Portuguese, and French are spoken. This year you will have a wonderful chance to learn two world languages from your teachers and from one another.

One of the first things you will learn is how to read and write the language that you have learned to understand and speak at home. By listening carefully to your teacher and to your classmates who speak the other language you will gradually learn to understand and speak it. A little later you will have an opportunity to learn how to read and write the second language also.

Everything else--math, science, art, music, physical education, health, and social studies--you will be able to learn through the two languages, thus giving you a better chance to understand.

Looking Ahead.

The NDEA grant which subsidized our Bilingual Institute also provides the half-time consultative services of the Institute Director and of an evaluator for the academic year 1968-69. School systems in which our thirty participants teach will receive an occasional newsletter with information on bilingual schooling; and they may, if they wish, invite the Director of the Institute and/or an evaluator to pay a two-day ccnsultation visit to their programs once each semester.

Schools can also look forward to assistance from many other sources: from the Texas Education Agency, which has a newly organized Bilingual and International Education Section, directed by Dr. Severo Gómez; from the regional educational service centers; from the Southwest Educational Development Laboratory in Austin, directed by Dr. Edwin Hindsman, which also has a special concern for bilingual education; and from such federal agencies as the Office of Economic Opportunity, the Office of Education, and the Institutes of Health.

Most of the bilingual programs already operating in Texas have benefited from federal aid made possible under Titles I and II of the Elementary and Secondary Education Act of 1965 and the Economic Opportunity Act of 1964 as amended, but future programs will also be directly assisted by the Bilingual Education Act (Title VII of ESEA Amendments of 1967),

authored by our own Senator Ralph W. Yarborough.

And finally, in addition to the basic principles and guidelines offered in this present Report, more detailed guidelines for bilingual education are being prepared by the Texas Education Agency and the Southwest Educational Development Laboratory of Austin to assist educators, especially of Texas and the Southwest. In 1967 the Southwest Council of Foreign Language Teachers transformed itself into the Southwest Council for Bilingual Education and will annually report in November on studies and research in bilingual education.

Suggested Readings.

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Why I speack spanish

I speack spanich because my Mother Cant speack English. I forget how to speack English because We always speack spanich in May Home. But I have forget that I was in school. What whey I speack spanich. But I hope I won't forget how to speack spanich in ~~the~~ clars. My fathar ~~knows~~ no how to speack English. But we speack spanich because My mother don't Understand. When We have visitch We Always speack spanich. My big sister Always speack English. But I speack spanich because My mother don't ~~know~~ no. My brother speack spanich With her. And When my Grandmother Come to see us as she speack spanich with Us she can't speack English with Us. so that Why I forget how to speack English. When I am speack English my ~~friend~~ friend speack with ~~me~~ me they speack spanich with me And I have to speack spanich with them. What that's Why ~~I~~ I am in school I forget how to speack English. And wend my mother speack to me I have to ~~sp~~ speack spanich with her. And wend I go to my Grandmother I have to speack spanich with her And my Uncle And my littit little cousin. But I promise I won't ~~speck~~ speack spanich no more. am ~~sorry~~ sorry I got caught speack spanich. Hope I won't do it catch again.